DOCUMENT RESUME

ED 292 003 CG 020 610

AUTHOR Thomas, Jane Kay
TITLE Child Sexual Abuse: Help Is on the Way.
PUB DATE Nov 87
NOTE 36p.; Exit Project, Indiana University at South Bend.
PUB TYPE Reference Materials - Bibliographies (131) -- Information Analyses (070) -- Dissertations/Theses - Undetermined (040)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Annotated Bibliographies; *Child Abuse; Elementary Secondary Education; Identification; Incidence; Legal Responsibility; Prevention; School Personnel; *Sexual Abuse; Student Problems; *Teacher Role

ABSTRACT

This report was written to provide educators with information on their role in dealing with the problem of child sexual abuse. A review of current literature was conducted to give educators accurate child sexual abuse information, and an annotated bibliography of relevant citations from that review is included. Twenty-seven entries are organized into areas of definitions, incidence statistics, identification through victim symptoms, reporting, and prevention. A summary of information obtained from the research and literature review follows the bibliography. An extensive interview with Suzi Hemund, the client services coordinator for the Child Abuse Prevention Services in Elkhart, Indiana is appended. Twenty-seven references are included. (NB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED292003

CHILD SEXUAL ABUSE: HELP IS ON THE WAY

by

Jane Kay Thomas
Graduate Student

for

Charles R. DuVall, Ph.D.
Professor of Education

CG 020610

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Jane Kay Thomas

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Submitted in partial fulfillment of the requirements
for the Master of Science Degree
in the Department of Education
Exit Project--E591
Indiana University
at South Bend
November, 1987

BEST COPY AVAILABLE

TABLE OF CONTENTS

	Page
INTRODUCTION	1
Statement of the Problem	1
Purpose of the Study	2
Organization	2
Limitations	2
ANNOTATIONS	3
Definitions	3
Incidence Statistics	5
Identification Through Victim Symptoms	8
Reporting	11
Prevention	13
SUMMARY	16
CONCLUSIONS	19
APPENDIX	20
BIBLIOGRAPHY	31

INTRODUCTION

While most educators agree child sexual abuse is a problem of some students, the extent of the problem remains uncertain. A widely publicized statistic of "1 in every 5 girls and 1 in every 11 boys" (Finkelhor, 1979, 71) gives an indication of the extent of child sexual abuse. Russell found over one-third of girls victimized by sexual abuse prior to age 18 in a random survey (194).

National incidence statistics are difficult to establish due to variations in state data, but 113,000 children were estimated sexually abused in the United States during 1985 (AHA and NCCAN, 1).

These are just a few of the difficulties encountered while reviewing child sexual abuse literature. The majority of educators have limited training in the field of child sexual abuse (Hazzard and Rudd, 8). Educators need child sexual abuse knowledge to meet the needs of some children, perhaps all children. This report has been researched to provide educators child sexual abuse information in the areas of definitions, incidence statistics, identification through victim symptoms, reporting, and prevention.

STATEMENT OF THE PROBLEM

Educators may be able to make an impact on the lives of potential and present victims of child sexual abuse in their classroom and community with appropriate information.

PURPOSE OF THE STUDY

Emphasis needs to be placed on child sexual abuse and its relationship to educators. An educator's role can more readily be understood through careful examination of researched sources. This report attempts to enlighten educators as to their role in child sexual abuse.

ORGANIZATION

A review of current literature is presented to provide educators accurate child sexual abuse information. The five subjects included are: definitions, incidence statistics, identification through victim symptoms, reporting, and prevention.

LIMITATIONS

Although availability problems did exist, great effort was made in obtaining valuable studies. All pertinent child sexual abuse research available at the final typing of this study has been included.

DEFINITIONS

Conte, Jon R. A Look at Child Sexual Abuse. Chicago: National Committee for Prevention of Child Abuse, 1986. 2-4.

Conte discussed the variance in definition of child sexual abuse among states. He emphasized a definition including "forced, tricked, or coerced sexual behavior between a young person and an older person" with the understanding that force of some type is inherent in sexual abuse. Conte then gave an explanation of sexual abusive behavior in terms of exhibitionism, voyeurism, kissing, fondling, fellatio or cunnilingus, vaginal or anal intercourse, and pornography. The author clarified behavior as being possibly abusive according to family norms and other variables.

Kempe, Ruth S., and C. Henry Kempe. The Commmon Secret: Sexual Abuse of Children and Adolescents. New York: W. H. Freeman and Company, 1984. 10-13.

The authors gave several definitions of sexual abuse. All definitions emphasized that the abuse "occurs for purposes desired by the adult offender." The categories of sexual abuse were described. These included incest, pedophilia, exhibitionism, molestation, sexual intercourse, rape, sexual sadism, child pornography, and child prostitution. Statutory rape, fellatio, and sodomy were defined within the category of sexual intercourse. Definitions were based upon clinical experiences. R. Kempe had worked 25 years in pediatrics and adult and child psychiatry and C. H. Kempe had worked in pediatrics and the field of child abuse since 1956.

National Center on Child Abuse and Neglect. Child Sexual Abuse: Incest, Assault, and Sexual Exploitation. Washington D.C.: Department of Health, Education, and Welfare, 1978. 1-2.

NCCAN presented an explanation of ambiguity in child sexual abuse definitions due to differences in state legal definitions and "the multitude of variations in act, intent, and harm." NCCAN stated further confusion exists due to variations in state laws regarding the perpetrator's relationship to the victim and the victim's age. The NCCAN definition of child sexual abuse:

> contacts or interactions between a child and an adult when the child is being used for the sexual stimulation of the perpetrator or another person. Sexual abuse may also be committed by a person under the age of 18 when that person is either significantly older than the victim or when the perpetrator is in a position of power or control over another child.

---. Interdisciplinary Glossary on Child Abuse and Neglect: Legal, Medical, Social Work Terms. Washington D.C.: Department of Health, Education, and Welfare, 1978. I-45.

NCCAN presented 497 definitions and 54 acronyms of commonly used terms pertaining to the field of child abuse. These included names and addresses of national organizations. Although a few organizations have been eliminated due to lack of further funding, most entries were viable. Not all terms related directly to sexual child abuse.

INCIDENCE STATISTICS

American Humane Association and National Center on Child Abuse and Neglect. Highlights of Official Child Neglect and Abuse Reporting 1985. Denver: American Humane Association, 1987. 1, 17-19.

The AHA and NCCAN study stated approximately 113,000 children were reported in the United States for sexual maltreatment in 1985. This represented a 13% increase from 1984 which was a decreasing rate in comparison to previous years. It was noted that further analysis may be skewed due to the inclusion of only five states in the breakdown. Additional data included 35% of the victims were 12-17 years of age; most victims were white females; 78% of the perpetrators were male; school personnel accounted for 13% of the 60% of professional reports; and 89% of the cases were reported for sexual abuse only. Additional states were to be included in the 1985 child sexual abuse analysis and presented in the 1986 report per American Humane Association 11-7-87.

De Francis, Vincent. Protecting the Child Victim of Sex Crimes Committed by Adults. Denver: American Humane Association, 1969. vii-xii, 13-74, 152-71, 215-24.

De Francis presented findings of a 3-year study in New York City. A total of 1,674 cases of sexual victimization from Brooklyn and the Bronx were initially screened. A core sample of 250 families was obtained from 628 "usable" referrals. The Brooklyn rate of 149.2 per 100,000 children, based upon 5-year reported incidence, was used to estimate the incidence of reported sexual abuse in New York City at 3,000 cases for each year of the study. Extensive information was given on the characteristics of the cases, families, child victims, and offender; the disclosure of the offense; the impact on the child through behavioral responses, and a summary of findings. Among the findings were: 41% were repeated offenses lasting up to seven years, 97% of the perpetrators were male, 75% of the perpetrators were members or acquaintances of family members, victims ranged from infants to age 16, and 60% of the cases involved direct use of force or threat of force.

Finkelhor, David. "A Survey on Children's Sexual Victimization and The Experiences Described." Sexually Victimized Children. New York: The Free Press, 1979. 34-72.

Finkelhor presented an detailed explanation of how his research was conducted. The study was designed to have representativeness, validity, protection of subjects, and feasibility. Limitations and definitions of childhood sexual experience and victimization were explained. Finkelhor found among the 796 university students 19.2% women and 8.6% men had been sexually victimized as children. Finkelhor found 1 out every 5 girls and almost 1 out every 11 boys had been sexually victimized by the age eighteen. From the victimized, Finkelhor presented statistics and discussion in the areas of relationship to partner, duration, age at time of experience, kinds of sexual activity, initiation and force, reaction to the experience, whether the victim told, experience of boys, and a conclusion of his findings.

Landis, Judson T. "Experiences of 500 Children with Adult Sexual Deviation." Psychiatric Quarterly Supplement 30 (1977): 91-109.

Of 1800 university students surveyed between 1951 and 1954, Landis found 30% of the men and 35% of the women reported at least one experience with a sexual deviate. The author conducted a study of 500 students who had sexual experiences in their childhood. A control group of 450 students experiencing no sexual deviations was attained. Landis found 83.8% of the male experiences to be homosexual and 54.8% and 26.9%, respectively, of the female experiences to be exhibitionism or sexual fondling; females were more likely to have experienced fondling before age 13, especially before age 7; the female victim knew in excess of 50% of the perpetrators of fondling, undressing the child, or an attempt to interest child in coitus; and few permanently wrong attitudes from the experience. When compared to the control group, Landis found few significant differences in family background.

Massachusetts Department of Social Services. Sexual Abuse of Children. An Analysis of Child Abuse Reports Received by the Massachusetts Department of Social Services. January 1, 1984 - December 31, 1984. The Child Abuse and Neglect Series 1. Boston: Massachusetts Department of Social Services, 1985. 1-43.

During 1984 Massachusetts records reflected 5,834 reports of child sexual abuse or 13% of the state child abuse and neglect reports. Findings included 19 children per 10,000 children under 18 were sexually abused; 71% of the victims were female; 63% of the perpetrators were related; 25% of the sole perpetrators were fathers; 84% of the cases involved child sexual abuse only; and a ratio of female to male victims of 2.5:1. A comparison of Massachusetts statistics with national AHA statistics was given indicating similar findings.

Russell, Diana E. H. "The Russell San Francisco Survey." Sexual Exploitation. Rape, Child Sexual Abuse, and Workplace Harassment. Sage Library of Social Research 155. Beverly Hills: Sage Publications, 1984. 180-94.

Russell presented child sexual abuse prevalence research based on a random sample of 930 women in the San Francisco area. Definitions for extrafamilial child sexual abuse and incestuous child abuse were given. Only exploitive incestuous child abuse was included in the sample. Results indicated 38% incestuous or extrafamilial child sexual abuse before age 18 and 28% of either abuse before age 14. Eighty-five percent of the perpetrators of extrafamilial abuse were non-strangers. Combined sexual abuse resulted in perpetrator figures of 11% strangers, 29% relatives, and 60% unrelated known perpetrators. Percentages of very serious, serious, and least serious abuses were given for each of incestuous and extrafamilial abuse. A comparison with Finkelhor's 1979 research was made. Russell concluded that

> one-quarter of the population of female children have experienced sexual abuse before the age of 14, and well over one-third have had such an experience by the age of 18 years.

IDENTIFICATION THROUGH VICTIM SYMPTOMS

Bender, Lauretta, and Abram Blau. "The Reaction of Children to Sexual Relations with Adults." American Journal of Orthopsychiatry 7 (1937): 500-18.

Bender and Blau presented a psychiatric study of the reaction of children to sexual relations with adults. Their sample consisted of 11 girls and 5 boys with an age range of 5 to 12 years who had been admitted to the Psychiatric Division of Bellevue Hospital following a sexual experience with an adult. All adults involved were male except one. Case histories of each child were explained, then comments were given regarding physical, intelligence, and psychiatric examinations. The authors found the children to be "bold, flaunting, and even brazen" about their experience and had "unusually charming personalities." Past histories included little interest in school, hyperactivity, runaway attempts, and rebellious and disobedient behavior. Bender and Blau found no acute emotional or behavioral reactions in 7 children, although three children exhibited tendencies toward infantile sex practices and exhibitionism. A flirtatious manner was also observed. The authors concluded the children cooperated, at the least, with the adult in the sexual activity and derived satisfaction from the experience. Any negative reaction to the experience was attributed to the termination of the relationship.

Broadhurst, Diane D. "Recognizing Child Abuse and Neglect Through Interviews." The Educator's Role. Washington: U.S. Department of Health, Education, and Welfare, 1979. 21-27.

Broadhurst presented an explanation and method of appropriate communication of educators with the child and the parents to gather further verification of suspected abuse. These communication techniques were developed for the National Center on Child Abuse and Neglect for a part of a program to train educators to recognize and refer victims of child abuse and neglect. A chart was included listing the "do"s and "don't"s of interviewing. The "do"s when talking to a child included: have someone the child trusts as the interviewer; conduct the interview in a private place; and tell the child if future action will be required. The "don't"s when talking to a child included: display horror or disapproval of parents, child, or the situation; and leave the child alone with a stranger. When talking to the parent, do select an appropriate interviewer, do tell the parents if a report has been made or will be made, and don't accuse.

Hemund, Suzi. Client Services Coordinator, Child Abuse Prevention Services. Personal interview. 6 Nov. 1987.

Hemund described characteristics seen in sexually abused children. Characteristics of preschool and elementary children included withdrawal, inappropriate play, quiet or depressed appearance, poor eye contact; extreme withdrawal from male adults; inappropriately angry, trouble or complaints when sitting; trouble walking; inappropriate drawings; knowledge of anatomical names; seductive behavior; talking about touching incidents; not wanting to go to the bathroom; not wanting to undress; low self-esteem, and admission of abuse. Hemund included promiscuity, overtly sexual behavior, limited involvement in school activities or outside of family, and very possessive nature of father as additional indicators in late elementary through high school. Hemund gave guidelines for educators unsure of their suspicion of sexual abuse. The author reviewed Indiana law requiring reporting of suspected child abuse. Child Protective Services Department of the Public Welfare Department, the police, or the sheriff's department were given as places to report. Hemund stated DPW is mandated to keep the report anonymous. Suggestions were made for educators to help prevent child sexual abuse. Hemund stressed building self-esteem and empowering children.

Justice, Blair, and Rita Justice. "Cues that Incest Is Going On." The Broken Taboo. New York: Human Sciences Press, 1979. 153-166.

Justice and Justice discussed indicators of father-daughter and brother-sister incest among family members based on their research of 112 incestuous families. In father-daughter relationships, the authors found the daughter depressed, had a poor self-image, withdrawn, uninvolved in school activities, secretive, seductive, and in the role of the mother or wife. The signs in the father were jealousy of daughter's peers, overpossessiveness, and acting as a suitor to the daughter, the mother acted as a rival to the daughter, and other siblings were jealous of the daughter. Physical clues included pregnancy, venereal diseases, genital infections, lacerations, bleeding, stomachache, and painful discharge of urine. Cues in younger children were hyperactivity, fears, overly compulsive behavior, learning problems, compulsive masturbation, seductiveness and others. Brother-sister incest signs included boyfriend-girlfriend behavior, fear in the sister of being left alone with the brother, being embarrassed when found alone together, and the sister antagonizing the brother with no retaliation.

Kempe, Ruth S., and C. Henry Kempe. "Symptoms Often Seen After Sexual Abuse." The Common Secret: Sexual Abuse of Children and Adolescents. New York: W. H. Freeman and Company, 1984. 115-19.

The authors described symptoms seen through their clinical experience in children after sexual abuse. Categories of symptoms included: 1) vulnerability, fears, anxiety; 2) separation; and 3) shame and guilt. They noted a variance in symptoms due to the age and the experience of the child. The first grouping of symptoms included anxiety over going to school or over any contact with men, anxiety leading to confusion in thinking, feelings of being unprotected, eating or sleeping disorders, and vague pains. The second category included anger expressed in behavior disorders or depression, fear of loss of love, and sensitivity to rejection. The final category included guilt in the older child, loss of self-esteem, poor self-image, preoccupation with fantasies, poor school work, and difficulties with impulse control.

Turbett, J., Patrick and Richard O'Toole. "Teachers' Recognition and Reporting of Child Abuse." Journal of School Health 53.10 (1983): 605-09.

Turbett and O'Toole listed articles emphasizing the importance of early identification and reporting of child abuse. The authors discussed earlier research of theirs and its relationship to the present research. The method of research was explained. Vignettes were constructed after interviews with 35 teachers to make them realistic. Socioeconomic status was high on one version, low on the other. Other variables were manipulated. Ninety-one teachers were included in the sample. Results indicated teacher recognition of abuse relied on physical and behavioral indicators of abuse. Nearly every teacher recognized "obvious" abuse. Earlier research of physicians and nurses was compared. Turbett and O'Toole suggested causes, signs, and judgments about child abuse. Limitations given included sampling, artificial test situation, different times of tests. Implications were discussed. Additional research was recommended in the area of recognition and reporting.

REPORTING

Camblin, Lanthan D., Jr., and H. Thompson Prout. "School Counselors and the Reporting of Child Abuse: A Survey of State Laws and Practices." The School Counselor 3.5 (1983): 358-67.

Camblin and Prout surveyed all 50 states and the District of Columbia to collect state-by-state reporting information, data on reporting practices of school personnel, and to analyze "school-oriented programs of state child abuse offices." Types of abuse law requires reported, school personnel required to report, percentage of reports originating with school personnel, and rated degree of compliance with reporting abuse of school personnel were presented and analyzed. All states were shown to have laws requiring school personnel to report suspected child sexual abuse, although teachers were excluded in Georgia, Michigan, and Vermont at the time of this survey. In addition, immunity from civil or criminal liability for those reporting in good faith. Through a comparison of high and low reporting schools, the authors found the state offices of high reporting schools actively participated through providing materials and encouraging liaison relationships. The state offices with low reporting schools provided information only when requested. Activities of high reporting schools were included. Implications and recommendations for school personnel were given.

Finkelhor, David. "Child Sexual Abuse in a Sample of Boston Families." Child Sexual Abuse: New Theory and Research. New York: Free Press, 1984. 69-86.

Finkelhor presented a 1981 survey of 521 parents of 700 households in the Boston metropolitan area to find data on child sexual abuse in the general public. Finkelhor advised viewing the data with the realization that most parents would not reveal their own abuses to their children, nor abuses by relatives. The author also noted children do not always reveal their abuse to their parent as shown by only 39% of the parents, who had been sexually abused as children, stated they had revealed their own victimization to their parents. Data revealed 12% of the parents reported their own children being sexually victimized and 47% knew of sexual abuse of a relative, friend, child or neighbor. The prevalence rate among the children was 4%. Boys accounted for 39% of these children. Seventy-three percent of the stranger perpetrated offenses and 23% of the acquaintance perpetrated offenses were reported to the police. Implications drawn included experiences involving relatives, intercourse, and older offenders were the least likely for parents to discover; and a need for parent education regarding reporting and the professional help available. After comparison with Russell's 1983 San Francisco study, it was suggested the Boston survey underestimated the prevalence rate of child sexual abuse.

Gagnon, John H. "Female Child Victims of Sex Offenses." Studies in Human Behavior: The American Scene. Ed. Ailon Shiloh. Springfield: Charles C Thomas, 1970. 402-408.

Gagnon presented research of childhood sexual experiences through a reanalysis of adult reports. The sample included 333 females reporting 400 offenses. Only 6% of the offenses were known to have been reported to the police. Twenty-one percent of the offenses had never been reported to anyone other than the interviewer. The offenses were categorized as accidental, 64%; multiple accidental, 26%; coerced, 2%; and collaborative, 8%. Almost 92% of accidental single event offenses were committed by a stranger or acquaintance. Accidental and multiple accidental offenses were typically exhibition or petting. Coerced offenses were 83% coitus and 17% attempted coitus. Collaborative offenses were 44% petting, 19% exhibition, and 16% each attempted coitus and coitus. Detailed breakdowns of reports to the police, sexual techniques of the offense, age when victimized, victim-offender relationship, and immediate response were given and discussed among the four categories.

Stringer, Gayle M. "An Overview of Reporting." The Educator's Guide to Preventing Child Sexual Abuse. Eds. Mary Nelson and Kay Clark. Santa Cruz: Network Publications, 1986. 175-77.

Stringer, Education Coordinator for King County Rape Relief, Renton, Washington, acknowledged existing federal and state law encouraging or mandating school personnel to report suspected cases of child abuse. He emphasized the report as a request to investigate a suspicion of child abuse. The author discussed four factors related to reporting to be understood by educators. These factors included how child sexual abuse is defined by their state, where to report suspected abuse, and required information in a report.

PREVENTION

Borkin, Joyce, and Lesley Frank. "Sexual Abuse Prevention for Preschoolers: A Pilot Program." Child Welfare 65.1 (January-February, 1986): 75-82.

Following an overview of child sexual abuse statistics from other research sources, Borkin and Frank described their 1983-1984 school year study of 83 pre-school children in the Cincinnati metropolitan area. Their goal of the study was to provide young children protection through their knowledge of inappropriate and appropriate touches and what to do in the event of inappropriate touches. The authors also wanted to provide parents and teachers of young children child sexual abuse information and teaching models. A puppet show, the "Bubbylonian Encounter" by Gene Mackey was used in the research. The performance was explained in detail. Four to six weeks after the performance the children were asked follow-up questions. Data implied 3-year-olds did not comprehend or remember the protection information while 43% of 4 and 5-year-olds responded correctly. A controlled study was planned to check incident reporting from teachers or families exposed to the presentation.

Crisci, Geraldine A., and Maria Idali Torres. "Child Sexual Abuse Prevention Project in an Hispanic Community." The Educator's Guide to Preventing Child Sexual Abuse. Eds. Mary Nelson and Kay Clark. Santa Cruz: Network Publications, 1986. 114-121.

Crisci and Torres presented the planning, implementation, and evaluation of one of six model demonstration projects funded by the NCCAN in October, 1980. Parents, community groups and leaders, social workers, and teaching staff were included in a needs assessment. The curriculum concepts were developed around support systems, privacy, the touch continuum, and assertiveness. The Puerto Rican culture variances from the Anglo culture were assessed due to the 97% rate of Puerto Rican children in the sample and the program adjusted accordingly. The assessment of the implementation of the program included project staff, teaching staff and parents. Preschool through second grade children in the sample received weekly lessons from 15 to 50 minutes each from "Personal Safety Curriculum" and saw the film "What Should I Do?" First and second grade children also saw the film "Who Do You Tell?" Children ages 3 to 7 were interviewed during the last 10 to 14 days of the 8-week summer program. Correct responses in the areas of touching and privacy were given by 80% and 85%, respectively, for first and second graders. The evaluation was bilingual.

Fay, Jennifer. "Guidelines for Selecting Prevention Education Resources." The Educator's Guide to Preventing Child Sexual Abuse. Eds. Mary Nelson and Kay Clark. Santa Cruz: Network Publications, 1986. 98-102.

Fay's information was compiled while with Washington State Coalition for Child Sexual Abuse Prevention Education Subcommittee on Curricula Evaluation. Fay gave criteria for selection of appropriate films, filmstrips, books, booklets, and other curricula. Questions were given to check the areas of definition and information, skills, style of presentation, and organization. Questions included, but were not limited to, "Does the definition include a range of forms of sexual offenses and provide examples?" and "Does the program have a built-in means of evaluating the effectiveness of its approach?"

Giarretto, Henry. "A Comprehensive Child Sexual Abuse Treatment Program." Sexually Abused Children and their Families. Ed. Patricia Beezley Mrazek and C. Henry Kempe. Oxford: Pergamon Press, 1981. 179-98.

Giarretto provided a detailed explanation of the Santa Clara, California Child Sexual Abuse Treatment Program (CSATP) followed by research statistics revealing its success in the treatment of intrafamilial child sexual abuse. The three interdependent components of CSATP included the professional staff, volunteers, and self-help groups. Research revealed no repeated offenses reported among 600 families treated and terminated. A recidivism rate of 0.6% was compared to an average of 2%.

Hazzard, Ann, and Gary Rupp. "Training Teachers to Identify and Intervene with Abused Children." Educational Resource Information Center. ED 240 476, August, 1983. 5-20.

Hazzard and Rupp presented a study of 104 elementary and junior high school teachers in two small cities in the Atlanta metropolitan area. The sample consisted of a treatment group of 51 teachers and a control group of 53 teachers. Pre-assessment and post-assessment questionnaires at one week and six months were given. A six-hour workshop including rationale for teacher training, definitions of abuses, identification, family dynamics, personal concerns, communication with the victim, and reporting was given to the treatment group after the pre-assessment. The study found 68% of the teachers had 3 hours or less child abuse education; 62% had no experience with child abuse cases. Hazzard and Rupp reported an increase in child abuse knowledge, especially sexual abuse, and an increase in individual and class discussions on child abuse among the treatment teachers from the six month post-assessment.

Wolfe, David A., et al. "Evaluation of a Brief Intervention for Educating School Children in Awareness of Physical and Sexual Abuse." Child Abuse and Neglect 10.1 (1986): 85-92.

The authors initiated a study of 290 fourth and fifth grade students in a southeastern U.S. city. The sample consisted of a control and treatment group of 145 students each. The treatment group received two five-minute plays involving simulated abuse situations followed by one-hour classroom discussions regarding attitudes and knowledge of child abuse. The prevention program utilized was developed by medical student volunteers of Superhealth 2000. A post-test was given to both groups 3 to 5 days after the presentation. Using the control group for comparison, the authors proposed the importance of stressing the areas of passive exposure, self-blame, being believed by adults, and realistic portrayals of perpetrators. Wolfe, MacPherson, Blount, and V. Wolfe recognized an increased knowledge of correct reactions to abusive or potentially abusive situations. These included calling for help, telling others, and the realization that perpetrators are not always easily recognizable in appearance alone. Recommendations for further research were given.

Yost, Don, and Elaine Schertz. "The Role of Theater in Child Sexual Abuse Prevention." The Educator's Guide to Preventing Child Sexual Abuse. Eds. Mary Nelson and Kay Clark. Santa Cruz: Network Publications, 1986. 108-13, 149.

Yost and Schertz gave information on prevention programs developed by Bridgework Theater of Goshen, Indiana who received a grant from the National Center on Child Abuse and Neglect. Bridgework was one of six sites chosen to devise and test prevention strategies. Bridgework's plays, "Little Bear" and "Out of the Trap," have been performed for over 80,000 children. The needs of both the child and the adult were considered in the program formulation. In a written test of 92 third and fourth graders two years after seeing "Little Bear," 84% of the students correctly identified situations involving sexual abuse and presented avoidance strategies. Limitations of theater presentations were discussed with recommendations given to correct the situation.

SUMMARY

Researched information on child sexual abuse national incidence statistics is available, but not without problems. Victim identification research and reporting statistics and procedures research is limited. More extensive studies are available on victim characteristics. Prevention program research is in its infancy, but appears to be growing rapidly.

Variation is present in child sexual abuse definitions nationwide, according to Conte (1) and the NCCAN (1). This variation in definition is causing difficulty in the assimilation of data from all states to produce a child sexual abuse national incidence figure. Even with the disqualification of reported incidents due to data incompatibility, national estimates indicate approximately 113,000 children were sexually abused in 1985 (AHA and NCCAN, 1). Rates of 17.9 per 10,000 children (AHA and NCCAN, 17), 14.9 per 10,000 children (De Francis, 36), and 19 per 10,000 children (Mass. D.S.S., 25) represent conservative estimates of the extent of child sexual abuse. The possibility of a larger scale problem is apparent through the examination of adult surveys showing 19.2% to 38% of the women and 8.6% to 30% of the men reporting sexual abuse prior to the age of 18 (Landis, 93; Finkelhor, 1979, 53; Russell, 183). The random nature of the Russell sample suggests the U.S. female incidence rate may approach the the higher end of the scale. A positive sign among these forbidding statistics is the slowing of the increase of the reported sexual abuse shown in the national incidence figures since 1982 (AHA and NCCAN, 17).

Information on behavioral and physical characteristics of child sexual abuse, clinically researched by Bender and Blau, Justice and Justice, and Kempe and Kempe, is available. The latter four researchers agree on numerous

distinguishing characteristics of victims including depression, poor self-image, and withdrawal. The research of Bender and Blau is more selective seeing only masturbation, exhibitionism, and a flirtatious manner as a result of sexual activity with an adult (512-13). In careful examination of the Bender and Blau research, additional characteristics in the form of behavior disorders, hyperactivity, and problems in school are alluded to in the past histories of the children.

Although educators are capable of spotting child sexual abuse using behavioral and physical victim characteristics (Turbett and O'Toole, 608) and various interview techniques (Broadhurst, 21; Hemund, 23-4), a majority have minimal or no child abuse training (Hazzard and Rupp, 8). Yet, these educators are responsible to report suspected child sexual abuse to a public agency as specified by the state (Camblin, 360; Hemund, 24). In addition, educators must understand their state's definition of child sexual abuse and know the required reporting information (Stringer, 175). Abuses may go undetected for years if no report is made by an educator as seen in statistics indicating 21% to 73% of the adults sexually abused as child revealed their victimization for the first time when interviewed as adults (Gagnon, 403; Finkelhor, 1984, 67).

School child sexual abuse prevention programs are becoming more readily available. School presentations with proven results of child sexual abuse avoidance strategies utilize theater, film, video, puppets, and/or discussion (Borkin and Frank, 79; Crisci and Torres, 120; Wolfe, et al, 89; Yost and Schertz, 111). Inclusion of parents and community leaders in the needs assessment, program development, and implementation of programs aids community acceptance (Crisci and Torres, 116). Consideration to the needs of a particular situation includes a check for state definition of sexual abuse, accuracy of information included, skills taught, style of presentation,

and organization (Fay, 99-102). A comprehensive program in Santa Clara County, California, the Child Sexual Abuse Treatment Program (CSATP) reports a recidivism rate of 0.6% of abuser participants compared to an average rate of 2% (Giarretto, 196) through the use of a professional staff, volunteers, and self-help programs. This may be attributed in part to the perpetrator becoming known to the authorities therefore reducing the chances of abusing thereafter (Giarretto, 196). Community programs are being established nationwide according to the Giarretto model with the goal of child sexual abuse reduction through prevention strategies (Hemund, 29).

CONCLUSION

Research shows a national incidence rate of child sexual abuse at alarming proportions. Educators must act on the realization of the possibility of sexually abused children in their own classroom.

Developing an awareness of the existence of child sexual abuse is only the beginning. Educators should expand on their awareness to establish a foundation of knowledge based on research. They should use sensitivity and a knowledge of behavioral and physical symptoms of sexual abuse and interview techniques to alert themselves to possible victims. By reporting suspected sexual abuse, educators may save children needless years of abuse. Children should not have to bear the burden of sexual abuse alone.

Educators, with the aid of parents, should lead the establishment of prevention programs in every school, from conception to evaluation. Prevention programs should extend into the community, providing support and guidance to abusive families.

A strong foundation must be built for the sake of our children. It will take commitment and determination. Educators can supply much needed strength to slow the establishment of new cases of sexual abuse and to help the present victims regain healthier, happier lives, free of sexual abuse.

APPENDIX

Interview with Suzi Hemund
Client Services Coordinator
Child Abuse Prevention Services
Elkhart, Indiana

BACKGROUND INFORMATION

1971 Degree in Sociology and Social Work and Recreation
Five Years in Child Abuse Field
Giarretto Model Workshop
One and One-half Years Child Abuse Prevention Services

Present Responsibilities Include:

- Day Treatment Program
  For preschool children who have been molested, physically abused or neglected. Most sent from the court system.
- Parent Aid Program
  Government funded. Court ordered program for parents involved in child abuse. Concentrates on improving self-esteem, parenting skills, and factors that cause abuse.
- Classes
  Oriented for people dealing with difficult children.
- 72 Hour Crisis Intervention
  Respite care program using licensed foster homes not connected with the welfare department.
- Community Programs
  Preschool through high school child abuse school programs
  Parent and teacher programs
  Parenting classes and programs
- Program Development

TEXT OF INTERVIEW

Question: What are some characteristics of sexually abused children that would be especially useful to a teacher?

Hemund:

1) Non-verbal preschoolers who have chosen to withdraw, is routinely by himself, is routinely isolated by his choice;

2) Inappropriate play with dolls. An extreme fascination with undressing a doll, looking at what might be the genitals, taking their pants or their diaper

off, pushing a finger or pencil or a crayon or a tinker toy stick or something like that into what might be the anus or the vagina;

That is a strong indicator.

3) Routinely comes in quiet or depressed;

4) Poor eye contact;

5) Even more withdrawal if there is a male adult in the classroom;

6) Very angry, inappropriately angry, throwing blocks or using black crayons or pounding clay or a great deal of anger that seems misplaced;

7) Appears to have trouble sitting, complains of pain when sitting;

8) Appears to have trouble walking;

9) Inappropriate drawings;

I like to do some work with crayons and paper and have a child draw how they are feeling or draw a picture of themself if I am beginning to wonder about what has happened with a child. Very often if you look at that picture and have a child talk about it a little bit children who are not real verbal will know anatomical names. Even if they are not correct, that can be an indication.

10) Knowledge of anatomical names, correct or incorrect;

11) Seductive behavior;

If you are seeing a little girl actively sexually approach another child, and this will happen even with two, three and four year olds, this can be an indication of sexual abuse. They will begin to act in a more seductive manner because a child who has been sexually molested envisions himself as a sexual being. That is the only way they know to relate to somebody. So they will begin to act out sexually. You may notice the way they walk or you may see them sitting on a little boy's lap or beginning to kiss. Any of those kinds of things again are pretty good indicators that something like that has happened.

12) Child talks about touching incidents, especially with daddy;

When you begin to talk about touches, they give you any indication that "Daddy likes to touch me" or "Daddy layed down with me last night." Those things will happen in healthy families, but there is a point where the father breaks that off and no longer will do that. If you begin to get a feeling that maybe daddy is spending time in that child's bed, and again kids will begin to verbalize that and you can watch that as they begin to play, that is an indication of sexual abuse.

13) Not wanting to go to the bathroom;

14) Not wanting to take their panties down or undress if they are going swimming;

15) Low self-esteem;

The play with children, particularly preschoolers, is one of the biggest ways to watch the withdrawn child who does not know how to interact, who has low self-esteem. Those things carry over to early elementary.

16) Promiscuity;

What happens beginning in the late elementary, junior high and high school is sexually abused girls quite often begin to become promiscuous. They are very sexual beings.

17) Overtly sexual behavior;

If a girl is overtly sexual in everything she does and appears to be seductive with the male teachers, this may be an indication, but not always. It can be because she has learned to use her sexuality to trade favors and to get what she wants.

18) Limited involvement in school activities;

19) Limited involvement in functions outside the family;

When you begin to see any of these things, and if you find out that there is

not a lot of interaction in the family or the children are not involved in other things at school these are indicators. Sexual abuse happens in a very closed, isolated family setting, so you will generally find that mom is not involved in alot of other things. Junior high kids and high school kids are not involved in after school activities they have to come right straight home and they don't have alot of friends. As they get older they may become involved, but it is rare. It is a pretty closed system.

20) Very possessive father;

If it is an incestuous relationship, dad is generally pretty possessive, and if she is involved in other activities, and we are talking about a male perpetrator now, she is probably bartering sexual favors for dad in order to have that freedom. You may find that her dad is always there to watch and to monitor.

21) Admission that they have been fondled or abused somehow;

In most cases children do not lie about these things. Never doubt the child.

Question: What should a teachers do if they are beginning to suspect sexual abuse, but aren't sure?

Hemund: If I see a child doing some inappropriate things, acting sexually with the dolls - anatomically correct dolls - Barbie and Ken dolls, etc., I would talk to the child and be careful not to lead the child or ask them direct questions. Often a child will tell you. A child is not going to simulate intercourse with a Barbie and Ken doll unless they have seen it or it has been done to them. Most children don't have that knowledge unless they have been directly involved or exposed to pornography. One of those things has to have occurred for a young child to be able to act out in that way. I would begin to talk to the child about good touches and bad touches, give them markers and a

big piece of newsprint. Say draw me a picture of you, draw me a picture of what you like to do, and draw me a picture of what you and daddy like to do. Quite often if they can't tell you they will be able to draw that. Another good thing to work with is clay.

Question: What should you do once you suspect a child has been sexually abused?

Hemund: Indiana state law mandates that anytime you suspect abuse you have to report it. The key to this is suspect abuse. So often people, neighbors, parents, and professionals suspect it has happened, but don't want to report because they don't know. They worry that it might be a false accusation - and so they don't (report). A person's job is not to confirm that abuse has taken place, it is to report suspected abuse and let someone else investigate that. You need to call the Child Protective Services Department of Public Welfare Department. If you can not find the number you can always call the police or the sheriff's department. You do not have to give your name. You can report anonymously. DPW is mandated to keep the name anonymous.

Question: What can educators do to help prevent child sexual abuse?

Hemund: In every classroom setting, at some point in time, pre-school, kindergarten, first grade, children need to be taught and talked to about body rights, about appropriate touches, and what are not appropriate touches and that it is OK to tell. They are beginning to do that with some videos like "Big Bear, Little Bear". Children need to be educated about good touches and bad touches and who is in charge of their body and how to protect themselves. But if we don't give them permission to tell, they are not going to do it. They may have all this knowledge, but until we say to this child, "If this ever

happens to you I want you to come tell..." and actually identify people for them to tell, then they are probably not going to. This needs to be continued to be done on a regular basis. We do that about every six months here on a regular basis.

Everyone should take an active role. There are lots of books on the market. There are videos available. I very strongly believe it should be incorporated as a part of Safety and Health. There are agencies such as ours who will come out and speak. Educators can work with parents, teach children about OK touches and not OK touches. It is fairly easy to do that. You can start by talking about touches that make us feel good, hugs and pats and those kinds of things; what it feels like to be bullied and knocked down and hit and pushed; on to inappropriate touches and the parts of your body that are not OK for other people to touch; and that it is OK to say no. Really begin to empower children.

We have programmed our children to respect adults and we tell them, "Now, when you go to see Aunt Betty you do everything she tells you and be a good girl." What we are doing is setting this child up not to be able to make their own decisions. We have to give the child opportunities to make their own decisions for themselves. Very often we send the child out the door with the instructions to do everything they are told and very often these children are selected targets. We need to teach children to make their own decisions, trust their own decision-making processes, and trust their own gut-level feelings.

We can teach children some of the lures a would be molester can use and actually role play some of those with kids. Children are too trusting.

They need to know it is not always a stranger. Some videos often set up the alleged perpetrator as a stranger. The latest statistics I have read say that 80% of the perpetrators are known to the children. According to Linda

Canfield Blick of the Cheasepeake Institution in Kensington, Maryland, 80% of the perpetrators are know to the children - 50% are actually within that family system. i.e. father, mother, grandfather, brother, boyfriend, uncle. The other 30% are know to the child outside the family system. i.e. neighbor, church leader, etc. But we need not negate the possibility of a fixated pedophile. This is the perpetrator who is involved in the Boy Scouts or Girl Scouts, so that they have access to these children.

We need to build children's confidence and self-esteem because any perpetrator can look at a group of children and determine what child needs love and attention and is going to respond to "Gosh, you're pretty. . .You would take nice pictures. . .You could even be a movie star.", "I have really nice clothes for you. . .I could dress you up," or "I bet you would really like a hug." Children with low self-esteem are much more apt to be taken in by those kinds of foolers. Children can no longer go help other adults. Some of the other lures include: "Can you help me find my puppy dog?" or "Which way to the store?" Children by their nature want to be helpful and want that attention. They put themselves right at the mercy of somebody. A perpetrator may ask them to point and then they grab their arm.

One of things we teach the children to do here is to take two steps back and turn and run. These things must be second nature. A child can't take time to stop and think. They have to be able to function automatically. We need to teach them that they are in charge of their body and that they are free to say no.

We need to give them the information about their own sexuality, because another one of the lures a perpetrator may use is an "educational approach." They get the child in that kind of conversation and may begin to do some show and tell with them. A way to disarm that perpetrator is for a child to say, "I

know about my body and I know about sex and mama has already talked to me about it." That way they are saying there is no way you are going to get me out of my clothes and I'm going to tell my mom. The perpetrator will not bother that kid because he's going to tell and not going to be tricked.

Role play saying no in an affirmative way. Practice saying no, stomping your foot, waving your arms. Take kids through vignettes. "What happens if you are in a store and you get lost?" I do not teach children to go to a policeman because some of these perpetrators are very sophisticated now and may have badges and uniforms. Children love badges. What we tell children now is if they get lost in a mall, go find someone behind the cash register because there is probably no way that they are going to be a perpetrator. That is going to be a safe person. We have children identify safe and not safe. Role play situations. Family emergencies are a difficult area. One way to deal with this is to have a code word that is known only to child and parent. This can be used in case the parent can not be there to pick up the child at an appointed time and is not able to get a message to that child.

There is a tremendous increase in child pornography and child snuff films. It is suspected that alot of the missing children have become victims in a child pornography ring and child snuff films. Snuff films are where they act out sexual activities and then they end up killing the people at the end or mutilating them. There is a real strong feeling that alot of the missing children have been exploited in this way. That is why it is important to educate children about their own rights as they relate to people they know and also about dealing with strangers. The pornography business is a multi-million dollar business now. It is a huge industry.

One of the other things that we need to be aware of as parents and educators so that we can begin to prepare our children is that there are

several groups here in the United States that advocate child molestation. One of them is Rene Guyon and and another is Boy-Man.

Until we begin to educate children about some of those things they are going to be victimized. Children need to be empowered to tell. Children need to know that sometimes grandpa will do these things or daddy will do these things and that they are not at fault and it's OK to tell.

Something else that happens is children are told they will be killed if they tell or someone else will be killed. Quite often children will be molested as a part of a ritualistic ongoing situation. As part of that children may see animals killed or other kinds of mutilation and they are very frightened. So that a child can tell, you have to be able to disarm that and take away that fear. A child needs lots and lots of affirmations and that it is OK and that you will be protected and that I'm not going to be killed and you really are OK. Most of these things happen with the child that has very low self-esteem. They are the ones that are targeted because they are looking to latch on to something. That's the kinds of things educators can do. Say that if these kinds of things have happened to you that you are not at fault and it's OK to tell and you're not the one who is wrong.

I think preparing children has to be started at home, it has to be carried into the classroom, in churches. We all have to work together to begin to empower kids, to make kids feel safe and healthy about themselves and about their own sexuality. So often if a child has been molested, sex is a bargaining tool as they get older and they feel it is the one way they can get what they want and the only way they can succeed. So we have to give kids options - healthy ways to communicate, negotiate, and succeed. In classrooms we have to give the kids the positives and the affirmations and build self-esteem. All those things have to come first before we do anything with

kids. That should be the bottom line of what goes on in a home and in a classroom.

Question: On what do you base this information?

Hemund: I have worked in field of child abuse for years. Alot of my information comes from reading, working with kids, through personal experiences, seeing the kids who come in here, how they have been set up, how they have been abused, children who have been involved in satanic cults and abused that way as a part of ritualistic worship, children who have been abused or molested by a father or a brother.

I have been to child abuse workshops and clinics. I went to a workshop based on the Giarretto model. South Bend in St. Joseph County is now using the Giarretto model and they have a fairly high success rate working with families. There were eighteen professionals from Elkhart County who went last year to be trained in the Giarretto model and I was one of those eighteen.

I have dealt very closely with some children who have been molested. I have sat in group therapy sessions with perpetrators.

My information comes from hands on experiences and a tremendous amount of reading. My degree is in sociology and social work and recreation. I have worked with disfunctional families since 1971.

We are one of the very few programs in Indiana. There is one that they are starting in Indianapolis and there is one that's a respite care in Evansville. There is a program very similar to ours in Kansas City. So there are not many programs that deal specifically with preschoolers who have been abused and neglected and molested. We are the only agency in Elkhart County that sees a group of preschoolers and does treatment with them in a group process. There are therapists in town who work on a one on one basis with

children. But I direct the only therapeutic program for preschoolers in the Elkhart area. We really are a unique program and because of our success rate I feel that gives us a great deal of credibility.

There was some research done by the program in Kansas City about the effects of preschoolers receiving treatment vs. nontreatment and their performances in elementary school. We assess quarterly. We use a Chapel Hill lab assessment. We have some children who even though they were three years chronologically did not fit into the Chapel Hill lab assessment. We had to use the early lab assessment. We are beginning to do some geneograms with them. We also do a Burke's Behavior Scale. We feel that individual assessment gives us a pretty good handle of where they are and where they need to be and the improvements they have made.

BIBLIOGRAPHY

American Humane Association and National Center on Child Abuse and Neglect. Highlights of Official Child Neglect and Abuse Reporting 1985. Denver: American Humane Association, 1987. 1, 17-19. (1,15,16)

Bender, Lauretta, and Abram Blau. "The Reaction of Children to Sexual Relations with Adults." American Journal of Orthopsychiatry 7 (1937): 500-18. (8,16,17)

Borkin, Joyce, and Lesley Frank. "Sexual Abuse Prevention for Preschoolers: A Pilot Program." Child Welfare 65.1 (January-February, 1986): 75-82. (13,17)

Broadhurst, Diane D. "Recognizing Child Abuse and Neglect Through Interviews." The Educator's Role. Washington D.C.: U.S. Department of Health, Education, and Welfare, 1979. 21-27. (8,17)

Camblin, Lanthan D., Jr., and H. Thompson Prout. "School Counselors and the Reporting of Child Abuse: A Survey of State Laws and Practices." The School Counselor 3.5 (1983): 358-67. (11,17)

Conte, Jon R. A Look at Child Sexual Abuse. Chicago: National Committee for Prevention of Child Abuse, 1986. 2-4. (3,16)

Crisci, Geraldine A., and Maria Idali Torres. "Child Sexual Abuse Prevention Project in an Hispanic Community." The Educator's Guide to Preventing Child Sexual Abuse. Eds. Mary Nelson and Kay Clark. Santa Cruz: Network Publications, 1986. 114-121. (13,17)

De Francis, Vincent. Protecting the Child Victim of Sex Crimes Committed by Adults. Denver: American Humane Association, 1969. vii-xii, 13-74, 152-71, 215-24. (5,16)

Fay, Jennifer. "Guidelines for Selecting Prevention Education Resources." The Educator's Guide to Preventing Child Sexual Abuse. Eds. Mary Nelson and Kay Clark. Santa Cruz: Network Publications, 1986. 98-102. (14,18)

Finkelhor, David. "Child Sexual Abuse in a Sample of Boston Families." Child Sexual Abuse: New Theory and Research. New York: Free Press, 1984. 69-86. (11,17)

---. "A Survey on Children's Sexual Victimization and The Experiences Described." Sexually Victimized Children. New York: The Free Press, 1979. 34-72. (1,6,16,17)

Gagnon, John H. "Female Child Victims of Sex Offenses." Studies in Human Behavior: The American Scene. Ed. Ailon Shiloh. Springfield: Charles C Thomas, 1970. 402-408. (12,17)

Giarretto, Henry. "A Comprehensive Child Sexual Abuse Treatment Program." Sexually Abused Children and their Families. Ed. Patricia Beezley Mrazek and C. Henry Kempe. Oxford: Pergamon Press, 1981. 179-98. (14,18)

Hazzard, Ann, and Gary Rupp. "Training Teachers to Identify and Intervene with Abused Children." Educational Resource Information Center. ED 240 476, August, 1983. 5-20. (1,14,17)

Hemund, Suzi. Client Services Coordinator, Child Abuse Prevention Services. Personal interview. 6 Nov. 1987. (9,17,18,20-30)

Justice, Blair, and Rita Justice. "Cues that Incest Is Going On." The Broken Taboo. New York: Human Sciences Press, 1979. 153-66. (9,16)

Kempe, Ruth S., and C. Henry Kempe. The Commmon Secret: Sexual Abuse of Children and Adolescents. New York: W. H. Freeman and Company, 1984. 10-13. (3)

---. "Symptoms Often Seen After Sexual Abuse." The Common Secret: Sexual Abuse of Children and Adolescents. New York: W. H. Freeman and Company, 1984. 115-19. (10,16)

Landis, Judson T. "Experiences of 500 Children with Adult Sexual Deviation." Psychiatric Quarterly Supplement 30 (1977): 91-109. (6, 16)

Massachusetts Department of Social Services. Sexual Abuse of Children. An Analysis of Child Abuse Reports Received by the Massachusetts Department of Social Services. January 1, 1984 - December 31, 1984. The Child Abuse and Neglect Series 1. Boston: Massachusetts Department of Social Services, 1985. 1-43. (6,16)

National Center on Child Abuse and Neglect. Child Sexual Abuse: Incest, Assault, and Sexual Exploitation. Washington D.C.: Department of Health, Education, and Welfare, 1978. 1-2. (3,16)

---. Interdisciplinary Glossary on Child Abuse and Neglect: Legal, Medical, Social Work Terms. Washington D.C.: Department of Health, Education, and Welfare, 1978. 1-45. (4)

Russell, Diana E. H. "The Russell San Francisco Survey." Sexual Exploitation. Rape, Child Sexual Abuse, and Workplace Harassment. Sage Library of Social Research 155. Beverly Hills: Sage Publications, 1984. 180-94. (1,7,16)

Stringer, Gayle M. "An Overview of Reporting." The Educator's Guide to Preventing Child Sexual Abuse. Eds. Mary Nelson and Kay Clark. Santa Cruz: Network Publications, 1986. 175-77. (12,17)

Turbett, J. Patrick, and Richard O'Toole. "Teachers' Recognition and Reporting of Child Abuse." Journal of School Health 53.10 (1983): 605-09. (10,17)

Wolfe, David A., et al. "Evaluation of a Brief Intervention for Educating School Children in Awareness of Physical and Sexual Abuse." Child Abuse and Neglect 10.1 (1986): 85-92. (15,17)

Yost, Don, and Elaine Schertz. "The Role of Theater in Child Sexual Abuse Prevention." The Educator's Guide to Preventing Child Sexual Abuse. Eds. Mary Nelson and Kay Clark. Santa Cruz: Network Publications, 1986. 108-13, 149. (15,17)